

NEW HAMPSHIRE DEPARTMENT OF EDUCATION

SPECIAL EDUCATION PROGRAM APPROVAL VISIT

SUMMARY

RAYMOND HIGH SCHOOL - SAU #33
Dana Archibald, Director - Special Education

VISIT CONDUCTED ON MARCH 25, 1996

Visiting Team
Mary Heath, N.H.D.O.E.
Jane Bergeron-Beaulieu, SERESC

SUMMARY OF TEAM VISIT

On March 25, 1996 a visit was conducted by the N.H. Department of Education to SAU #33 for the purpose of reviewing a request for program approval for newly established self-contained special education program for students identified as emotionally handicapped and learning disabled, ages 14-18 years. The specific purpose of the visit was to determine conclusively that the program met the requirements for a self-contained program to such an extent to warrant approval.

At the time of the visit it was clear that the program, as it currently exists, is functioning as a categorical resource room (EH, LD) where the vast majority of students do not spend more than 50% of their day in the resource room, and that the curriculum is a modification of the Raymond High School curriculum. The existing staff assigned to this categorical resource room program hold appropriate credentials and class size was determined to be appropriate for this setting. As part of our discussion, it was determined that Mary Heath would investigate the possibility of allowing a student to spend more than 50% of his school day in this setting under an IO1 program.

During the visit, the team also discussed requirements for approval of a program categorized as self-contained, offering specialized instruction to a specific student population. Specifically, the team talked about the need to provide further documentation to the N.H. Dept. of Education in the following areas:

- **Class Size** - The categorical resource room and self-contained program cannot be housed together.
- **Qualifications of Staff** - The visiting team felt that the existing categorical resource room staff could not effectively implement both a resource room and self-contained program. In addition, documentation would need to be provided regarding credentialed staff who provide instruction in all academic content areas.
- **Curriculum** - Further documentation is needed that indicates students enrolled in the program have full access to the minimum State Standards, courses leading to a high school diploma, and vocational educational opportunities. Further information must also be submitted on student participation in NHEAP.
- **Behavior Management** - There needs to be a clear outline of behavior management utilized in the program as well as training to staff and teachers.
- **Admissions & Discharge Policy & Transition Planning** - Policy and procedures and criteria for admission and discharge to the program need to be clearly outlined. Further documentation on transition and requirements for LRE is also necessary.

CONCLUSION

The visiting team recognizes that SAU #33 is currently exploring all options for providing services for EH students in the LRE. In proceeding toward the goal of program approval for a categorical self-contained special education program it will be necessary for SAU #33 to complete a number of objectives and provide evidence that requirements have been met as prescribed. The above mentioned summary is not all inclusive of required compliance mandates, it is simply a summary of our March 25 meeting.

In closing, the visiting team was impressed with the efforts of the SAU to provide services to students in the Least Restrictive Environment and for their attempts to bring students currently placed out of district back to their community school.

If you have further questions regarding this summary, do not hesitate to contact Jane Bergeron-Beaulieu at SERESC or Mary Heath at the N.H.D.O.E